



Remodeling Education in North Carolina

Progress toward implementing READY:
NC's Race to the Top-funded Initiative

February 19, 2013

Dr. June Atkinson
Mr. Adam Levinson
NC Department of Public Instruction



Overview

- **Context: Why Remodel?**
- **Role of Race to the Top (RttT)**
- **READY Initiative**
 - **Standards & Assessments**
 - **Measuring Educator Effectiveness**
 - **Technology-Enhanced Instruction**
 - **Supporting Districts & Schools**
- **Evaluation**
- **Budget Info**



Why Remodel?

Our state's economic well-being depends on a workforce that is **knowledgeable** and **able** and **can compete internationally.**

Our students must achieve **like never before.**

Major Goals



100% graduation rate



Major Goals



**125,000 industry-based
credentials awarded**

Major Goals



**90% of graduates
remediation free**

Major Goals



NC an international leader in reading and mathematics achievement

Race to the Top funding is enabling us to remodel our system...

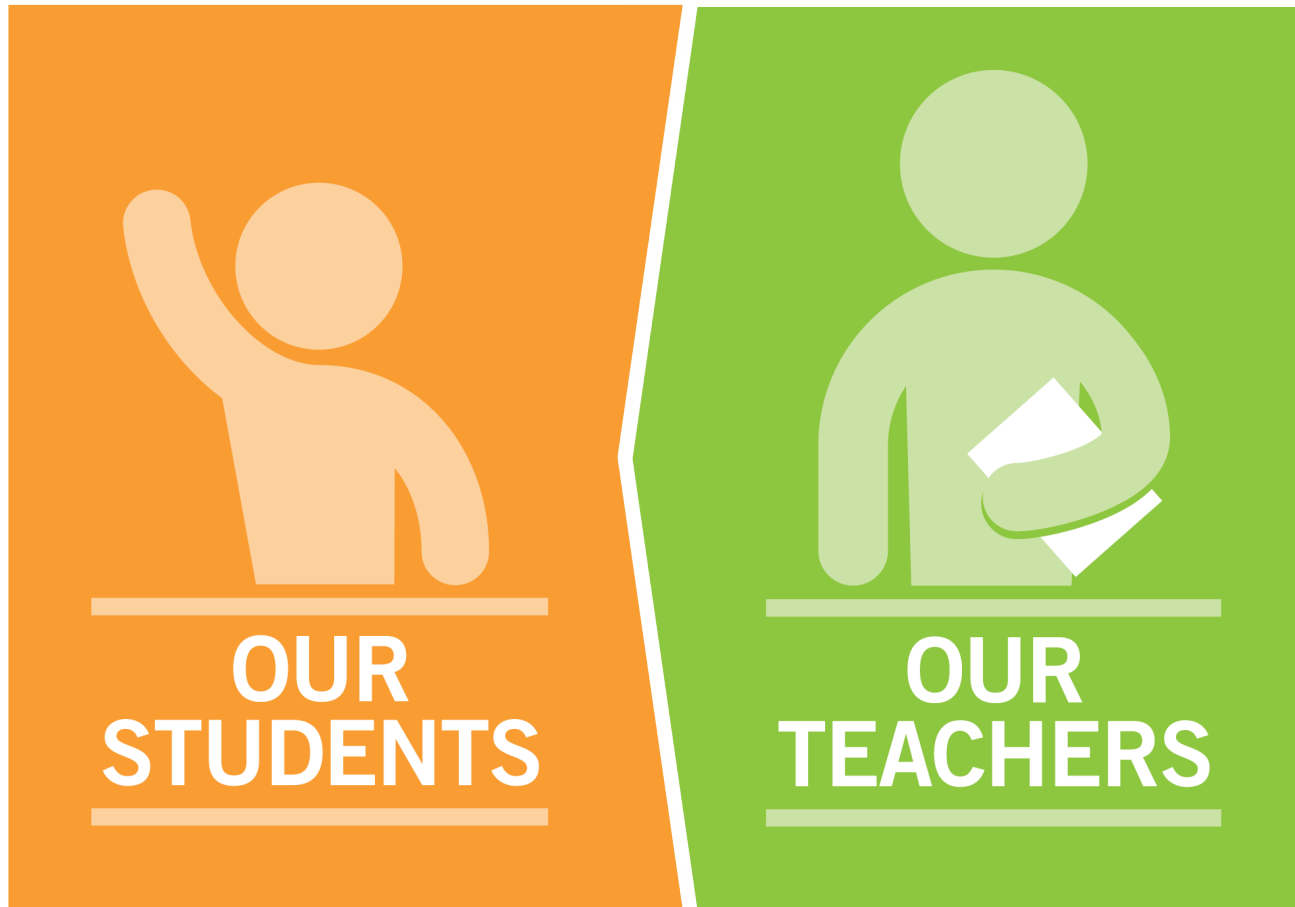
...through the **READY** initiative.



- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**

The central focus of **READY** is improving **every** student's learning ...

by enabling and ensuring great teaching.





PROJECT MAP



- 1 New Standard Course of Study
 - Balanced Assessment System
 - New Accountability Model

Strong Leaders

6

A Fair Evaluation System

4

Tools and Training to Improve Practice

2

3

8

9

11

Improved Supply of Teachers

5

7

Support in Low-Achieving Districts and Schools

10

Details in 9/15/12 Report (# = report section)

Alignment of Reform Agenda



The State's Race to the Top (RttT) project plan is aligned with and supports the General Assembly's reform agenda.

Key Pieces of Legislation

Senate Bill 479



NCGA
NORTH CAROLINA GENERAL ASSEMBLY

SESSION LAW 2011-280 SENATE BILL 479

AN ACT TO PROVIDE FOR THE ASSESSMENT OF CAREER AND COLLEGE READINESS WITH NATIONALLY AND INTERNATIONALLY BENCHMARKED TESTS; THE CONTINUATION OF NORTH CAROLINA'S PARTICIPATION IN THE DEVELOPMENT AND IMPLEMENTATION OF TESTS RELATED TO COMMON CORE STATE STANDARDS ADOPTED BY A MAJORITY OF STATES; AND DIAGNOSTIC TOOLS TO ASSIST IN TEACHING AND STUDENT LEARNING.

Key Pieces of Legislation

House Bill 950



NCGA
NORTH CAROLINA GENERAL ASSEMBLY

PART VII-A. EXCELLENT PUBLIC SCHOOLS ACT

SCHOOL PERFORMANCE GRADES

SECTION 7A.3.(a) G.S. 115C-12(9)c1. reads as rewritten

PAY FOR EXCELLENCE

SECTION 7A.10.(a) Each local board of education may

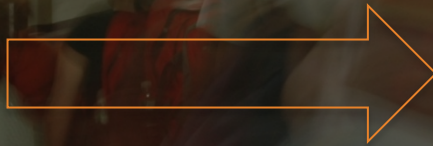
Alignment of NC Reform Agenda



	Legislation	State Board of Educ / RttT
National Comparability and College Readiness	House Bill 479: <i>“...assessment of career and college readiness with nationally and internationally benchmarked tests”</i>	<ul style="list-style-type: none"> • ACT, PLAN, EXPLORE • Common Core and Consortium Assessments
	HB 950: <i>“...a nationally normed test of college readiness”</i>	
Teacher Effectiveness	HB 950: “Pay For Excellence”	<ul style="list-style-type: none"> • Adding student growth data to educator evaluation and defining excellence
Formative Assessment And Diagnosis	HB 479: <i>“...diagnostic tools to assist in teaching and student learning”</i> HB 950: Reading Diagnostic	<ul style="list-style-type: none"> • Reading Diagnostic Implementation • Home Base (Instructional Improvement System)



Vision



Action

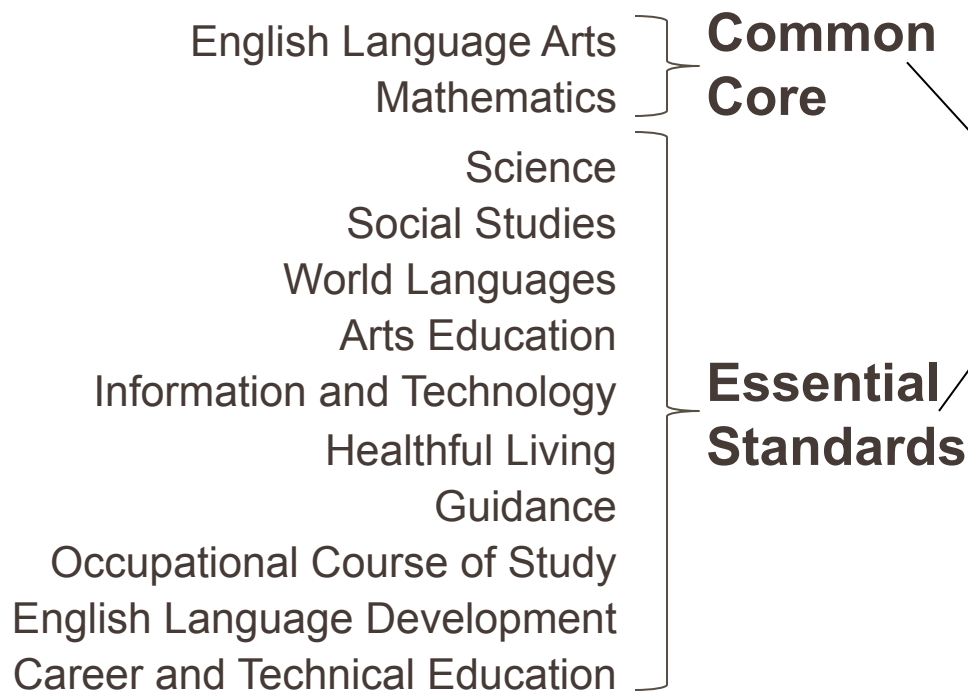


Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**



Standards



New Standard Course of Study

- Internationally-benchmarked
- When achieved, ensures students are ready for post-secondary education



Benefits of Common Core

- **Equity**
- **College and Career Readiness**
- **Comparability**
- **Sharing of Resources**
- **Economies of Scale**
- **Student Mobility**



Standards



**How are we
supporting schools?**



Standards



2011 Summer Institutes

Introducing the New Standards

2012 Summer Institutes

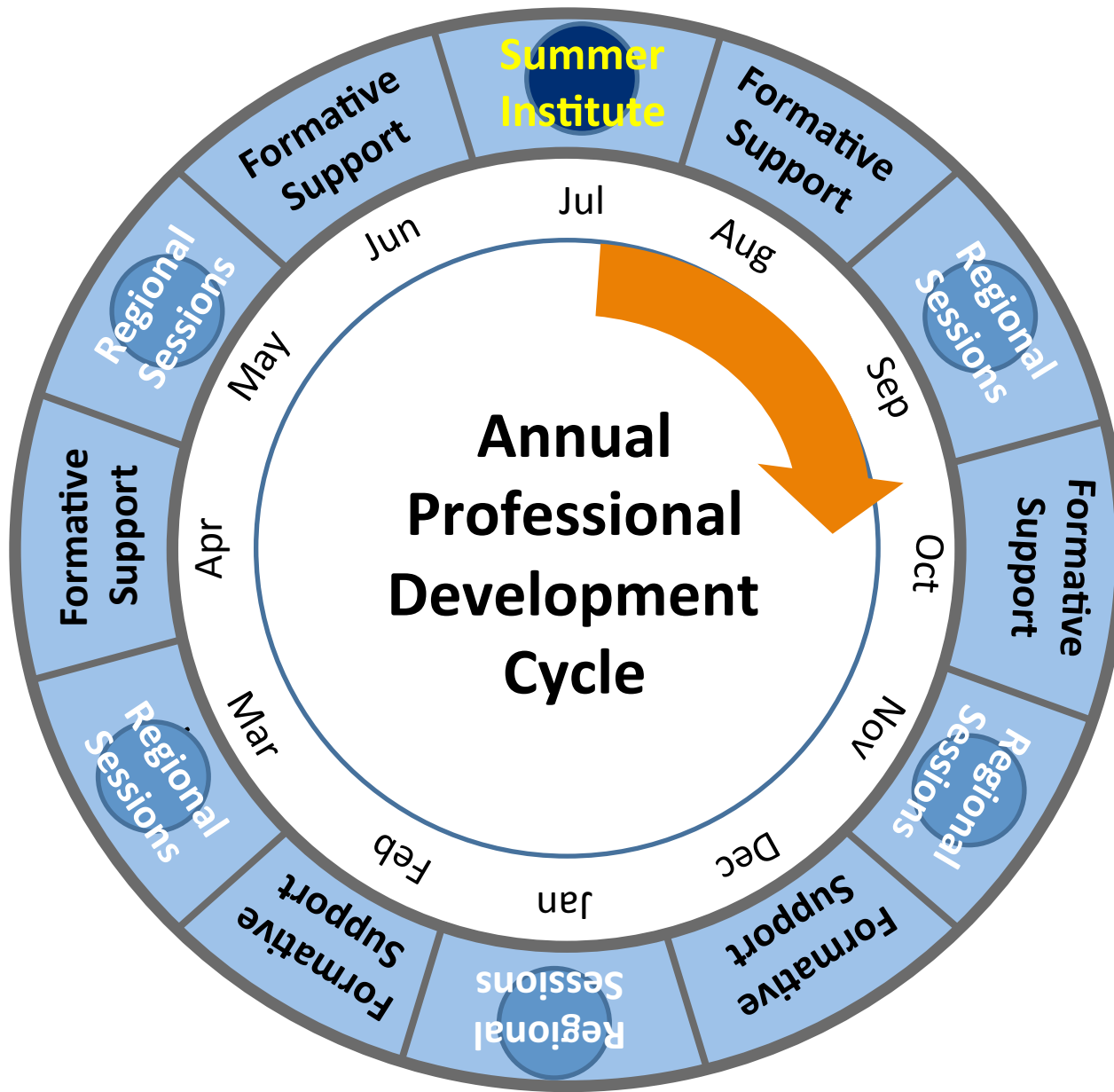
Classroom strategies for teaching

+

- Ongoing Online Learning for teachers and leaders
- Implementation Support (remote and face-to-face)
- Instructional Tools & Resources (on NCDPI website)



Standards



Formative Support = State Professional Development (PD) Leads work with local teams to help them plan, find resources, and maintain fidelity to State requirements and use of statewide tools (such as the Educator Evaluation System)



Standards



NC Math Common Core - x

maccss.ncdpi.wikispaces.net/Home

Search Wiki

Home

Announcements

Recognitions

Contact Us

Common Core State Standards

Elementary Resources

Middle School Resources

High School Resources

2003 Standard Course of Study

Professional Development


Assessment

Websites of Interest

the mathematics education of North Carolina's students.

Mathematics

North Carolina Common Core and Essential Standards



Example of web resource page on DPI website; one for every content area

4,469 [View Our Stats](#)

*** FOCUS * COHERENCE * RIGOR ***



Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready **Standards**
- **Balanced Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**



Assessments



What is a “Balanced Assessment System?”



Addresses 3 Needs



Schools

School Accountability

Use: School Performance Grades, Federal and Public Reporting

Classrooms

Formative and Diagnostic Information

Use: To assist in teaching and learning

Educators

Educator Effectiveness

Use: To ensure that *part* of every educator's evaluation is based on **student growth**

SCHOOLS

School Accountability Tests

for School Performance Grades (“A-F”), School Accountability and Federal Reporting

End-of-Grade (EOG), End-of-Course (EOC)

- 3-8 English and Math
- 5 & 8 Science
- 1 each Math, English and Science in High School

WorkKeys 12th
ACT 11th

When:

- EOC/EOGs - May or June (Dec for Semester I)
- ACT – March
- WorkKeys - February

Used For:

- School accountability (state and required federal)
- School data made public and used to target support

Logistics:

Once a year; proctored



Addresses 3 Needs



Schools

School Accountability

Use: School Performance Grades, Federal and Public Reporting

Classrooms

Formative and Diagnostic Information

Use: To assist in teaching and learning

Educators

Educator Effectiveness

Use: To ensure that *part* of every educator's evaluation is based on **student growth**

Formative and Diagnostic Assessment

Assessments to assist in teaching
and student learning

Classrooms

EXPLORE (8th)

&

PLAN (10th)

&

K-3 Reading Diagnostics

Kindergarten Assessment

&

Any Local Assessments

When:

- EXPLORE - October
- PLAN – October
- Others - ongoing

Used For:

- Diagnosing need
- Determining whether students are on-track
- Improving instruction

Logistics:

- EXPLORE and PLAN - Once a year; proctored
- Others - Implementation decisions made by school staff and teachers





Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**

Addresses 3 Needs



Schools

School Accountability

Use: School Performance Grades, Federal and Public Reporting

Classrooms

Formative and Diagnostic Information

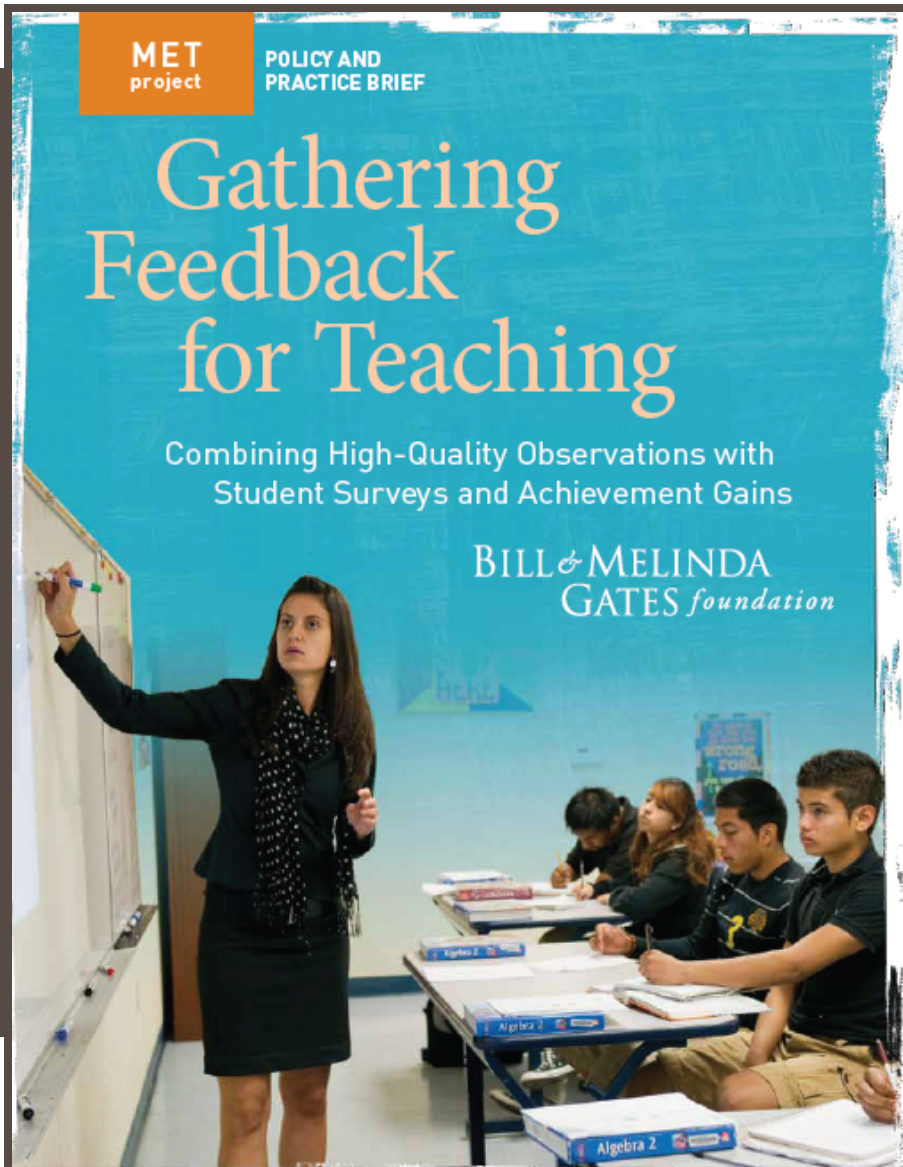
Use: To assist in teaching and learning

Educators

Educator Effectiveness

Use: To ensure that *part* of every educator's evaluation is based on **student growth**

Measures of Effective Teaching



This research suggests:

- **Multiple measures** are important
- Including **student growth** improves objectivity of evaluation

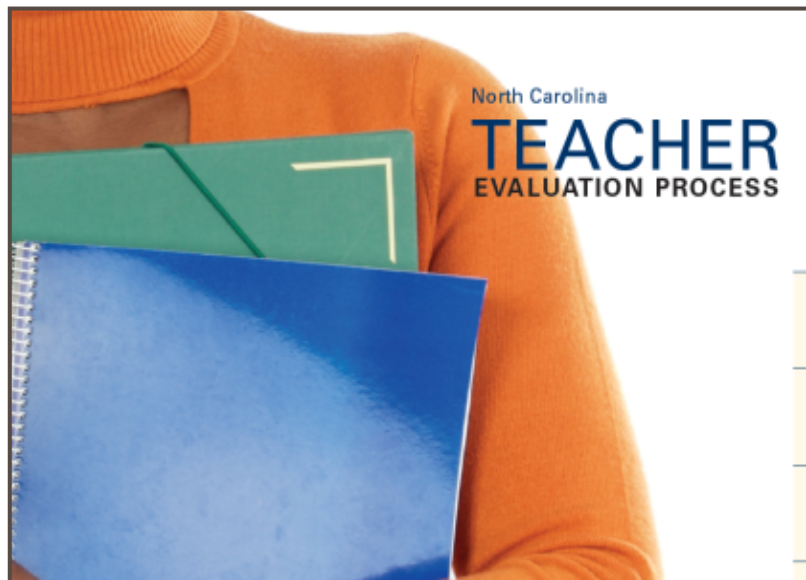


Educator Effectiveness



Teachers

Must be proficient on ***each*** of 6 standards to be considered “Effective”



New Standard 6 uses objective student growth data to measure teacher’s contribution to academic success

Standards 1-6

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
------------------------------------	-----------------------------------	--------------------------	---------------------------------	---------------------------------	--

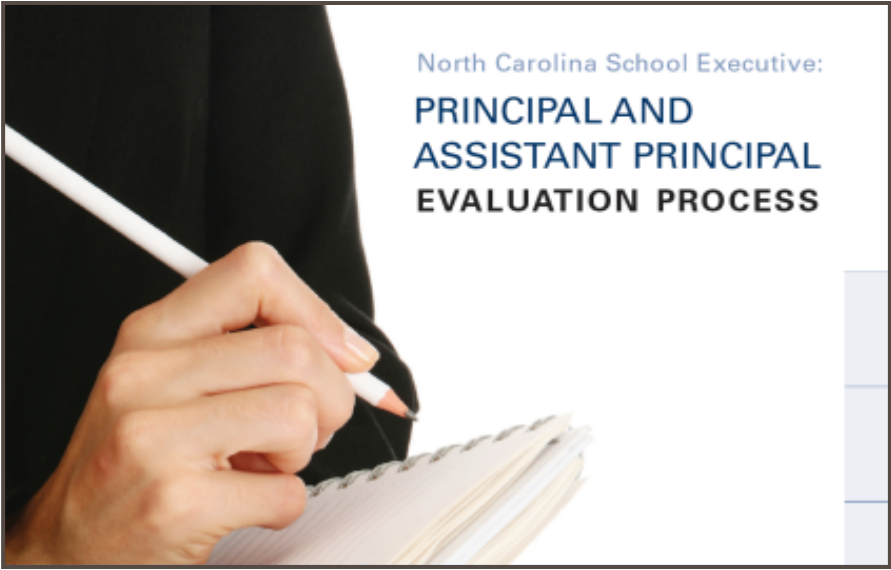


Educator Effectiveness



Principals

Must be proficient on ***each*** of 8 standards to be considered “Effective”



New Standard 8 uses objective student growth data to measure principal’s contribution to academic success

Standards 1-8

1
Strategic
Leadership

2
Instructional
Leadership

3
Cultural
Leadership

4
Human
Resource
Leadership

5
Managerial
Leadership

6
External
Development
Leadership

7
Micro-
political
Leadership

8
Academic
Achievement
Leadership



Educator Effectiveness



- **New features:**
 - **Annual Evaluation for all teachers**
 - **Student Growth Measure**
 - Uses **Educator Value-Added Assessment System (EVAAS)** for all core academic subjects, grades 4-12
 - All teachers will have some student growth measure
 - Educator must have **3 years of data before receiving an “effectiveness” determination**

EDUCATORS

Measures of
Student Learning*:

**Library of Common
Exams**



* Note: **Not** part of School
Accountability Model (“A-F”)

Educator Effectiveness

Tests to measure student growth
as a part of educator evaluation

When:

End of Year or Semester;
Flexible window

Used For:

- Providing an **EVAAS** score
- Only for those teachers whose subjects are currently non-tested
- For professional growth, and as a required component of employment decisions*

Logistics:

- Once a year
- 1 or 2 class periods
- Should *replace* teacher-made final exam

Library of Common Exams



- **Following Local Superintendents' Recommendation**
Local Superintendents recommended that the State, not districts, develop measures of student growth for non-tested grades and subjects
- **Designed and Developed with Teachers**
Over 800 teachers are involved in the design and development
- **Using EVAAS**
Employs EVAAS to measure student growth facilitated by educators
- **Focuses Attention on *All* Content Areas (not just Math & English)**
Ensuring teachers of all content areas receive feedback on how well they facilitate student growth
- **Allows District Flexibility around Administration of Exams**
Districts make choices regarding logistics and who takes which exams

Library of Common Exams:

District Flexibility



- **Logistics Handled by District**

- No set State testing window – districts schedule at their discretion
- Exams designed to fit into a typical 90-minute class period, or could be administered during typical exam week
- Districts can choose online or paper-pencil versions, or a combination
- Districts choose whether or not to have exam proctors
- Districts choose methods for scoring short-answer (non-multiple choice) exam questions
- Common exams should *replace* teacher-made final exams (therefore, should not create additional testing for students)

Library of Common Exams:

District Flexibility



- **Policy Decisions Handled by District**

- Districts choose whether or not to count common exam scores as part of students' final course grades
- If district includes common exam score in students' final grade, district chooses *how much* it counts toward final grade
- Districts set policies locally regarding what qualifies as a “mis-administration” (for example, cheating)
- Districts must ensure that each teacher has a measure of how he or she is facilitating student growth, but there is no requirement to administer all of the common exams in the library
- Districts use State-provided “decision-tree” to determine which exams must be administered, but can give any exam they choose

Library of Common Exams:

State-provided Decision Tree



Does the teacher administer an End-of-Course (EOC) assessment, End-of-Grade (EOG) assessment, or Career and Technical Education (CTE) Post-Assessment to ***all*** of his or her students ?

YES

No State requirement to administer a Common Exam.*

* Note: Districts may still *choose* to administer Common Exams

NO

Does the teacher instruct a course or grade/subject with a Common Exam?

YES

State requirement to administer the Exam.

NO

No State requirement for 2012 – 2013.



Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**



Technology Tools



Goal: Personalized Student Learning

Empowered Teaching

- Universal access to quality instructional tools and resources
- Parent Engagement



...enabled by the NC Ed Cloud



One Technology Platform



RttT

**Student
Information
System (SIS)**

Tools for
Information
and Data

**Instructional
Improvement
System (IIS)**

Tools for
Teaching and
Learning

Private Sector Partners



HOME BASESM



**Student
Information
System (SIS)**

PEARSON

PowerSchool

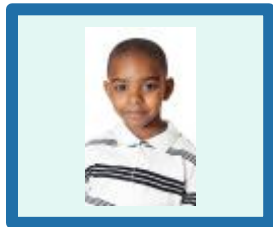
RttT

**Instructional
Improvement
System (IIS)**

PEARSON

 **schoolnet[®]**

truenorth**logic**



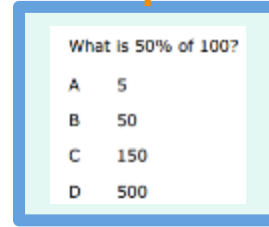
**Student
Information
and Learner
Profile**



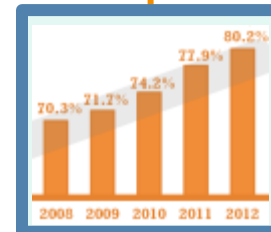
**Standards &
Curriculum**



**Instructional
Design,
Practice &
Resources**



Assessment



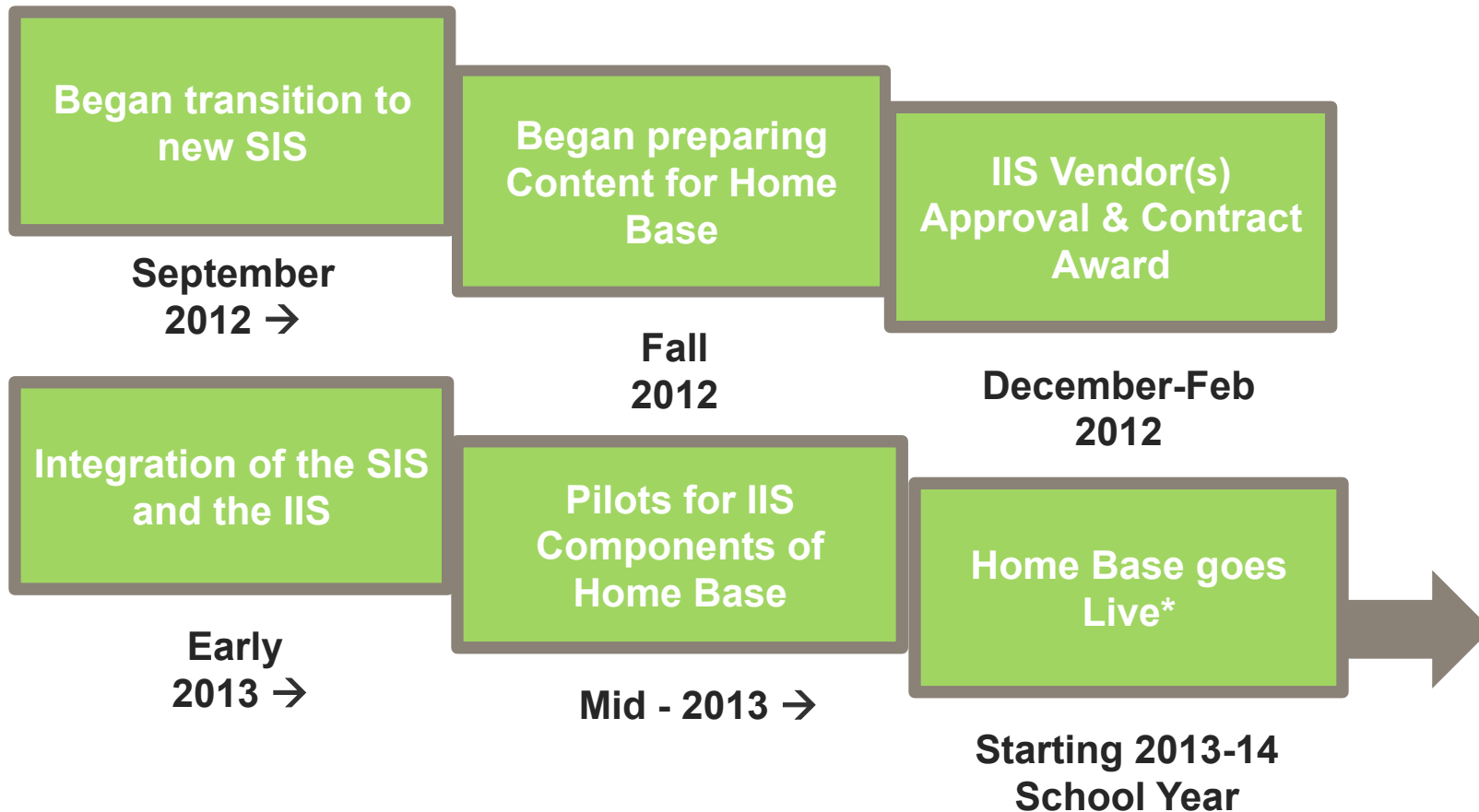
**Data
Analysis and
Reporting**



**Professional
Development &
Educator
Evaluation**



Timeline



*There will be a phased in roll out of the IIS components of Home Base.

The background of the slide features a close-up, high-angle shot of several light-colored wooden planks arranged in a parallel fashion. A dark, semi-transparent rectangular overlay covers the upper and middle portions of the image, providing a space for text. In the lower right area, three silver-colored screws are visible, lying diagonally across the wooden planks.

Race to the Top is enabling us to remodel the system...through the READY initiative

- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**



- **District & School Transformation**
 - **Boots on the Ground**

Experienced state staff work with low-achieving schools to help build local staff capacity/skills.
 - **Direct Coaching**

Leadership and instructional coaching.
 - **Comprehensive Needs Assessment**

State and local staff work as a team to determine areas of greatest need (feeds plan for highest-impact actions to take within a district to improve student achievement).



- **Targeting:**
 - **Lowest-achieving 5% of all traditional schools (by grade span)**
 - **Any high school with graduation rate below 60%**

High School	Middle School	Elementary School
29	23	66



Support for Districts & Schools



Longitudinal Performance Composite Data for the 118 Schools Identified Under Race to the Top

Percent Proficient	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90+
2011-12 (107 Schools)*	1	3	12	52	30	7	1	1
2010-11 (116 Schools)**	1	9	23	64	15	2	2	0
2009-10 (118 Schools)	2	6	49	54	2	4	1	0

Goal is movement over time...

ensure all 118 schools > 60%

* Ten schools closed during the 2011-12 school year. They used school closure as their transformation strategy. West Charlotte did not test at least 95% of its students and does not have a reported Performance Composite for 2011-12.

** E E Waddell and West Mecklenburg High did not test at least 95% of their respective students and do not have reported Performance Composite for 2010-11.

Race to the Top is enabling us to remodel our system...through the **READY** initiative

- Career and College Ready **Standards**
- Balanced **Assessment**
- Measurement of **Educator Effectiveness**
- **Technology to Enhance Instruction**
- Support for **Districts & Schools**

Evaluation: How are we doing?



**Year 2 RttT Annual Report
US Department of Education
(Secretary Arne Duncan, 2/1/13):**

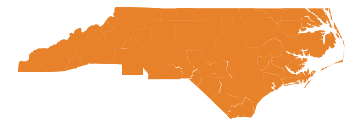
“North Carolina has set a clear path forward on comprehensive education reform that will better support teachers and principals and enable student growth for years to come. They have overcome challenges and proved what’s possible when everyone works together. We look forward to seeing their continued progress and strong execution of key efforts that will empower educators to transform their classrooms into models of 21st century learning.”

How are we doing?



US Department of Education
(*Secretary Arne Duncan, 2/1/13*):

- NC one of three RttT states (Tennessee and Rhode Island are the others) which “[have] overcome considerable challenges and **stayed right on track.**”
- North Carolina is fully implementing its teacher-evaluation system



RttT Evaluation



Consortium for Research & Evaluation – North Carolina (CERE-NC)

- NCSU, UNC-CH, UNC-G
- Formative and Summative evaluation of each initiative
 - Reports due periodically over 4 years
 - RttT Management Team (NCDPI) briefed on each
 - Reports posted on RttT website once final
- Overall Summative Evaluation coming in 2014
- Summary of Findings to date (see CERE-NC handout)



RttT Budget: Key Points



- **RttT funds spent to create new capacity**
- **No obligation for State** to add funding to sustain RttT Initiatives – left to General Assembly's discretion
- Where there are needs for ongoing support funding (as with Home Base, for example), **NCDPI will redeploy existing funds or cost-share**
- **There are opportunities for General Assembly to support or expand key initiatives, to leverage the RttT investment**



RttT Budget Summary

\$234 million managed at State Level



RttT Initiative	RttT Budget
Professional Development (Supporting Transition to New Standards, Assessments, and Technology Tools; Building Local Capacity to Sustain)	\$ 33.3 m
NC Education Cloud	34.6
Home Base (Instructional Improvement System)	25
Teacher & Principal Evaluation/Teacher Effectiveness	10.2
Turning Around Lowest-Achieving Schools	39.2
Regional Leadership Academies	18.6
Teach for America	7.4
NC Teacher Corps	5.1
New Teacher Support Program	7.8
Strategic Staffing	3.4
Performance Incentives for Lowest-Achieving Schools	15.8
Effective Teacher via Virtual & Blended STEM Courses	6.5
STEM Anchor & Affinity Schools	9.7
RttT Management	7.9
RttT Evaluation	9.4
TOTAL	\$ 233.9 m



Every Student READY

